

# Native American Legislative Liaison Presentation

Nov 7<sup>th</sup>, 2017

# School by School Glance:

MES: C-A-B-B

BES: B-B-B-B

Bluff: C-F-D-C

MZC: F-C-D-C

TES: F-F-F-F

MVHS F-F-F-F

WHS F-F-F-F

SJH C-C-C-C

MHS B-B-B-B

ARL C-C-C-C

So the question that I pose to today are we ready?

Are we ready to start at the top of our organization and develop a laser like focus on doing the single greatest thing we can do to positively make a significant difference to our student learning?

I believe we already know how what that single greatest thing is, but let's digress and build a case.

# Schools in State Turn Around Action:

Bluff Elementary

Tsbii'nidziskai Elementary

Whitehorse High School

Monument Valley High School

# Schools not in State Turn Around Action:

Montezuma Creek Elementary School

# MZC and TES are sister schools

MZC and TES are very similar schools in size, demographics, and remoteness .

Both schools have a past history of low student achievement scores.

Both schools have a history of qualifying for and participating in any federal or state level improvements efforts.

So why doesn't MZC qualify for the present state turnaround action?

### School Data:

LA	TES	MZC
3 <sup>rd</sup>	0	28
4 <sup>th</sup>	0	8
5 <sup>th</sup>	0	9
6 <sup>th</sup>	2	17
AVG	1%	16%

### Math

3 <sup>rd</sup>	13	25
4 <sup>th</sup>	9	25
5 <sup>th</sup>	3	28
6 <sup>th</sup>	5	38
AVG	8%	29%

### Science

4 <sup>th</sup>	5	16
5 <sup>th</sup>	3	9
6 <sup>th</sup>	2	24
AVG	3%	16%

So the next question to ask is what is different at MZC from that of TES?

While I believe there are more than one factor, I do believe one factor carries the most weight, and that factor is the “Lead Teacher Grant.”

Let us look more deeply into the power of an experienced and skilled staff.



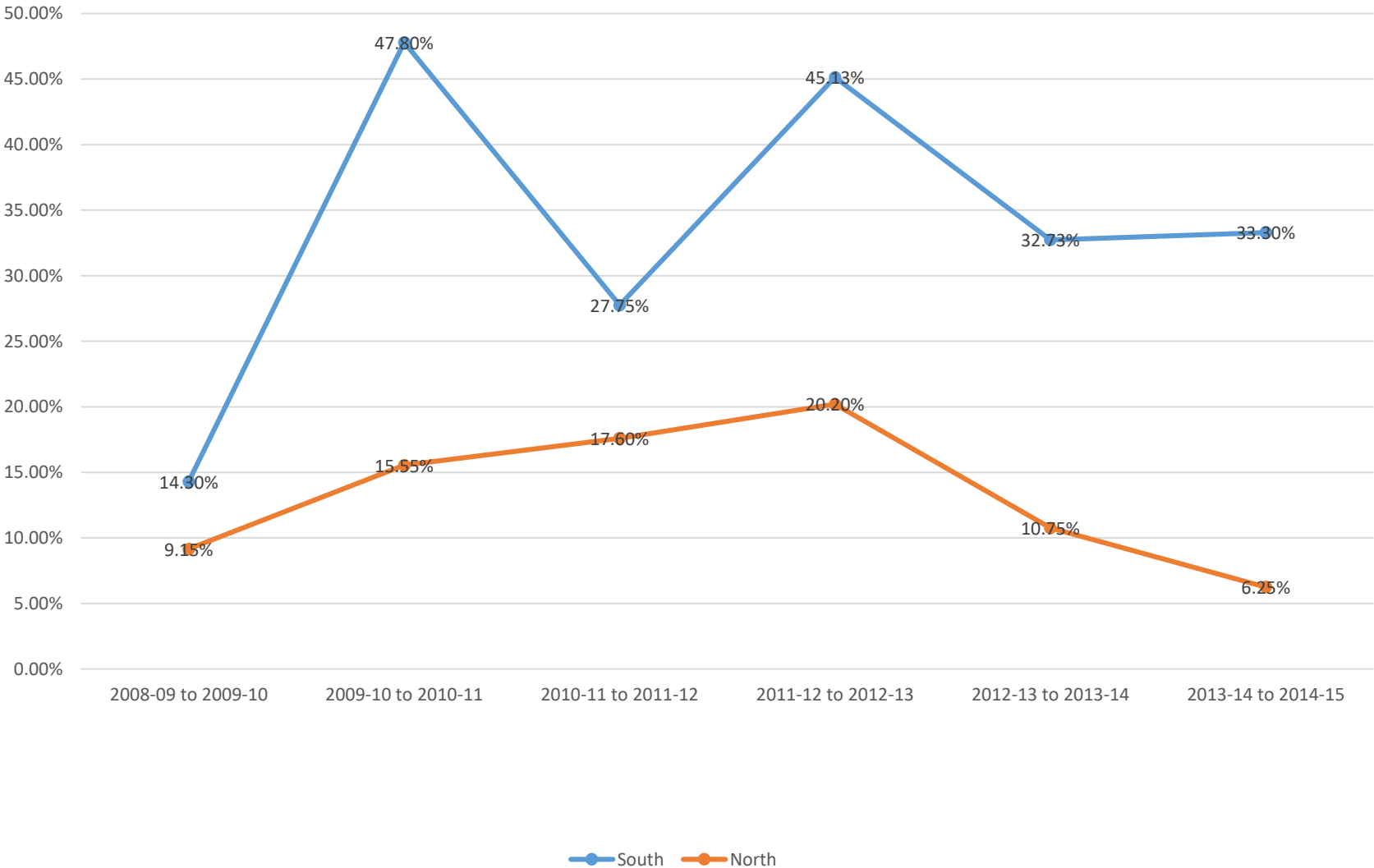
## Number of Reg Ed. teachers at each elementary campus with 14+ years of experience

School	# of +14	Total # of Teachers	% of teachers
MES	7	13	54%
La Sal	1	2	50%
BES	9	22	41%
MZC	2	13	15%
TES	1	14	7%
Bluff	0	6	0%

## Number of Reg Ed. teachers at each elementary campus with 14+ years of experience (with lead teacher grant)

School	# of +14	Total # of Teachers	% of teachers
MES	7	13	54%
La Sal	1	2	50%
<b>MZC</b>	<b>6</b>	<b>13</b>	<b>46%</b>
BES	9	22	41%
TES	1	14	7%
Bluff	0	6	0%

Teacher Turnover Rates in San Juan School District



# Two **Big** Decisions that must be made.

One: Does the district continue to fund MZC fourth and Fifth year of the grant at the current rate?

Two: Does the district implement the model in additional most needy schools?

So the question that I pose to today are we ready?

Are we ready to start at the top of our organization and develop a laser like focus on doing the single greatest thing we can do to positively make a significant difference to our student learning which is significantly improving the experience, knowledge, and skill level of our teaching faculties in our most needy schools?

Two things 14 years of experience I believe has clearly taught me:

First, to be successful we need more than just excited and capable entry level teachers to fill our schools. We need systems of support for these teachers so that when they enter the classroom, they find the support needed to meet the demands of working in some of the most complex classrooms found anywhere.

Secondly, any successful incentive program must provide sufficient incentive to change the decision making process of large enough number of individuals to successfully increase the dynamics and size of the recruiting pool. To spread an incentive out equally across a large number of teachers might be pleasing to the group, but do little to change the dynamics and criteria responsible for the recruiting challenge.

HB 43 -

We stated we will work collaboratively with USU Eastern to build a teacher preparation program that will primarily attract local candidates.

Where we currently stand?

Presently, we re working closely with USU Eastern to develop the Rural Southeastern Utah Teacher Education Project.

Presently there are eight students from our rural communities enrolled in this project.

The district is working closely to provide positive, meaningful school based experiences for the students. Students are placed in strategically selected classrooms to experience first hand the demands of preparing and delivering effective instruction.

HB 43 -

We stated we would implement a creative and meaningful incentive program to help improve retention and recruitment of quality teachers.

Where we currently stand?

Recruitment:

- All elementary teachers in our three Southern elementary schools, as well as all secondary Core teachers receive a \$1,000 dollar bonus to sign.
- Help with a relocation fee is approved on a case by case basis.
- A fee to visit our district and see first hand our school, teacher housing, facilities, and surrounding region are approved on a case by case basis.



HB 43 -

We stated we would implement a creative and meaningful incentive program to help improve retention and recruitment of quality teachers.

Where we currently stand?

Retention:

- Certified elementary teachers (excluding QTIP teachers) teaching in the three southern elementary schools can receive \$1,000 retention bonus.
- Certified math, LA, and science teachers (excluding QTIP teachers) in secondary schools can receive \$1000 retention bonus.
- To qualify for retention bonus, level one teachers must achieve “Minimally Effective” status or higher and Level two teachers must achieve “Effective” status on their teacher formal evaluation.

HB 43

We stated we would aggressively market, advertise, and recruit the highest quality teachers possible.

Where we currently stand?

Presently, we believe we have been successful. We had our effort and our story go National. I received calls from New York, New Mexico, Illinois, Washington, Texas, California, and Colorado. Our story was highlighted in the Deseret News, KSL TV, PBR Radio, and a couple of national publications.

## HB 43 - Quality Teaching Incentive Program (QTIP)

We projected in Year 1 we would hire 7 new QTIP positions.  
Where we currently stand?

Name	Placement	Additional Years of Service	Additional Cost to Program
MVHS Math	Masters - 11	0 \$	16,080.00
NMHS Math	Bachelor - 15	4 \$	20,086.60
Bluff Elem	Bachelor - 4	0 \$	16,080.00
Bluff Elem	Bachelor+30-17	6 \$	22,225.24
TES Elem	Bachelor+30-17	6 \$	22,225.24
TES Elem	Bachelor+30-27	16 \$	24,361.20
TES Elem	Bachelor+30-16	5 \$	22,225.24
	TT	37 \$	52,881.76
		\$	143,283.52

# What could Lead teachers mean to another campus?

## Principal Perspective: Christy Fitzgerald

The QTIP teacher model is more effective than a traditional instructional coach model because the QTIP teacher is also a classroom teacher. The QTIP teachers try strategies in their own classrooms before implementing with their grade-level teams. This provides an opportunity to adapt strategies based upon the needs of students specific to our school. With a high English Learner population, this is a crucial step in implementing effective instructional changes. Different from a traditional instructional coach, teachers are more receptive to coaching because the QTIP teachers are also teaching full time with students in the same school. The collaboration between teachers and QTIP teachers is higher because accountability is the same for both QTIP teachers and grade-level teachers.

HB 43

We stated we support our QTIP teachers with in-service.

Where we currently stand?

Presently, we are coordinating with Ed Direction to provide 4 days of training. The training will primarily focus on Leadership training, and the coaching cycle.

# Questions or Comments?